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ABSTRACT

A study was conducted in 1980 to ascertain employer attitudes toward and satisfaction with the performance of graduates of vocational education programs in Hawaii. Interviews with 41 employers, who employed an average of 132 workers, sought general perceptions of the knowledge, quality of work, written and oral skills, dependability, adaptability, motivation, and responsibility of graduates of high school and community college vocational training programs. They were also asked to compare these graduates with employees who had no vocational training. The study revealed that 87.9% of the respondents considered graduates of training programs to be better prepared than individuals without such training. Graduates of high school vocational programs were rated as average or just above average on 9 of the 11 performance scales, while graduates of community college programs were rated between average and good on the 11 scales. Over 56% of the vocational education graduates who had concluded their training at the secondary level had business skills training, and 31.8% of the community college vocational graduates were trained in business and 19.5% in food service. The study report includes comments volunteered by respondents with respect to vocationally trained employees. Appendices provide the interview schedule and results of a separate survey of 28 employers of Manpower Training Program graduates, which focused on the same questions. (HB)

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THIRD ANNUAL EMPLOYER SATISFACTION SURVEY

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Appendix A

THIRD ANNUAL EMPLOYER SATISFACTION SURVEY

William A. Broadbent

Introduction and Overview

For the last two years the State of Hawaii has conducted a survey of employers to guarantee compliance with evaluation provisions contained in Public Law 94-482. Unlike some other types of activities done to achieve compliance with federal law, this time consuming effort has produced benefits which had not originally been foreseen.

First and foremost has come the documented realization that vocational education is perceived by the business community as being one of the more successful components of public education in the State. Employers regularly report that such courses provide a degree of realism that is needed in a high school curriculum. In the view of most employers, students who have successfully completed a vocational course are more task oriented, have a more coherent view of the adult world, and possess a skill that is measurable and demonstrably valuable.

Secondly, the survey has permitted the development of a better liaison between the State Board for Vocational Education and the major employers of the State. In 1978, 26 of the largest firms were contacted for interview. In 1979, another 28 firms made their personnel directors available for interview purposes. In 1980, 41 firms were sampled and discussions conducted with the appropriate administrators. Most interviews involved a good deal of two-way communication. The great majority of personnel directors wanted to know how vocational training was carried out in Hawaii and what types of programs were offered at the various levels. While this did not make for expedient interviews, it did facilitate a healthy amount of two-way communication. Due to the interest shown in the first two years, the staff member who conducted the 41 interviews that were undertaken in 1980, distributed copies of the Master Plan for Vocational Education.

And finally,the extended, open-ended interviews permitted a much better understanding of what the expectations of industry are in terms of preemployment training. Employers were more than willing to discuss their criteria for hiring, retention and promotion. They were also willing to offer suggestions as to how the various curricula might be improved. This tendency to volunteer information was more prevalent than in any of the two previous years. In 1980, employers appeared to be more concerned than ever with fostering positive work attitudes. Some expressed their dismay at what they believed to be a decline in the work ethic. Others hypothesized that ineffective discipline in some schools and low academic standards had resulted in the development of attitudes and predispositions for behavior which were not condusive to effective performance in the work place. Many younger employees were described as lacking self-discipline and being unable to adequately respond to nominal supervision. Many employers felt that today's high school and community college graduates have unrealistic expectations and cavalier attitudes about the work place.

However, a large number of others had a much more positive view. As a consequence, the range and standard deviation in ratings on specific criteria were much greater than in years past. Entrepreneurs from smaller, more locally oriented businesses tended to have more positive views of publically supported educational institutions than those managers affiliated with firms having a more national or international business posture.

It might be noted, this employer satisfaction survey, as opposed to that conducted for the Vocational Education Data System (VEDS) focused on program instead of the individual. Employment supervisors have shown little reluctance to generalize about specific programs without having to reference their assessment in terms of the performance of specific individuals.

Prior Research

As previously mentioned, this is the third year in which employer satisfaction has been measured. In 1978, three separate studies were conducted. The first involved a sample of the largest employers in the State, the second, a mail survey of small employers, and the third, a canvass of apprenticeship training coordinators. It was discovered that the large employers were more likely to hire graduates of vocational education and occupational training programs. The employment criteria of smaller firms appeared to be more ascriptive in nature. For 1979, the focus was restricted to large firms. While the cut-off had been an average monthly payroll of 250 employers or more in 1978, the firms sampled in 1979 averaged between 180 and 249 regular employees. This year the sample size was 41 and the firms polled had average monthly payrolls of between 100 and 179.*

This year the interview schedule was expanded to cover employers' views of Manpower Training Programs. Because so few of the employers in the original sample had been involved with trainees of such programs on a first-hand basis, a separate study of employers of these graduates was conducted. These data are reported separately in Appendix B.

As previously mentioned, the focus of this year's survey of large employers, was on "program." No reference to the on-the-job performance of a specific individual was made for ethical and methodological reasons. It seems unfair to ask a former student, just because he or she was once enrolled in a vocational education program, to submit to an evaluation by his or her supervisor when no personal benefit can accrue to that individual. The assumption that it is possible to isolate "program" as a variable in the evaluation of a person's job performance is also dubious. It seems unlikely that "program" would emerge as the most significant variable if multiple regression were employed for the purpose of inferential analyses.

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* This represents 20 percent of the potential universe.

Approximately one-fifth of the firms meeting the criterion for inclusion in the study universe, were selected for study. The sample was drawn at random from the Department of Labor's "Statewide Average Annual Workers' Report." The interview schedule is reproduced in Attachment "A". Many of the items are of the "forced focus" variety. However, others permit an extended response.

Findings

The total number of people employed by the firms contacted was 5,404 (refer to Table 1). The average number of employees was 132.

As in previous years, service oriented firms were the most heavily represented. Manufacturing and wholesale trade companies were somewhat underrepresented in the sample. There were also, no agricultural or food processing companies in the sample. However, a careful perusal of the potential universe, revealed that the sample was representative of firms of this size (refer to Table 2).

All of the firms had offices or operations in the City and County of Honolulu. (refer to Table 3). Eighteen firms had offices on the Big Island and almost a like number had operations on Maui. Only 11 firms had facilities in Kauai.

Almost all of the firms claimed they had employees who had been enrolled in vocational courses during their high school years (refer to Table 4). The only firm that did not claimed that all persons employed by the firm had some post-secondary training.

Over half of the firms reported that "business" was the area of skill specialization of employees whose educations had concluded at the secondary level. Over fifty-six percent had business skills training (refer to Table 5). Almost 1 in 5 reported having employees who had taken food service courses during their high school years. About 10 percent of the firms had employees trained in the

TABLE 1

AVERAGE MONTHLY EMPLOYMENT OF FIRMS CONTACTED

FOR THE 1980 SURVEY

Firm	$\bar{X}$=132	Average Monthly Payroll
Firm 1		180
Firm 2		148
Firm 3		171
Firm 4		148
Firm 5		125
Firm 6		125
Firm 7		109
Firm 8		127
Firm 9		136
Firm 10		108
Firm 11		115
Firm 12		115
Firm 13		107
Firm 14		105
Firm 15		160
Firm 16		153
Firm 17		156
Firm 18		156
Firm 19		133
Firm 20		150
Firm 21		104
Firm 22		120
Firm 23		124
Firm 24		164
Firm 25		144
Firm 26		132
Firm 27		100

TABLE 1

(Continued)

Firm	$\bar{X}$=	Average Monthly Payroll
Firm 28		100
Firm 29		142
Firm 30		124
Firm 31		115
Firm 32		124
Firm 33		168
Firm 34		111
Firm 35		106
Firm 36		117
Firm 37		111
Firm 38		168
Firm 39		123
Firm 40		121
Firm 41		159
	TOTAL	5,404

TABLE 2

TYPE OF FIRM

Category	N	%
Agriculture, Fisheries	0	0.0
Construction	2	4.9
Manufacturing	4	9.8
Transportation	2	4.9
Wholesale Trade	4	9.8
Retail Trade	5	12.2
Finance, Insurance, Real Estate	4	9.8
Service	19	46.3
Other	1	2.3
TOTAL	41	100.0

TABLE 3

COUNTIES OF HAWAII
WHERE FIRMS OPERATE

County	f
Honolulu	41
Hawaii	18
Kauai	11
Maui	17

TABLE 4

FIRMS WITH EMPLOYEES WHO TOOK
VOCATIONAL COURSES IN HIGH SCHOOL

Response	N	%
Yes	40	97.7
No	1	2.3
Don't Know	0	0.0
TOTAL	41	100.0

TABLE 5

PROGRAM AREA MOST HEAVILY REPRESENTED IN PRIOR TRAINING OF NEW EMPLOYEES FROM HIGH SCHOOL

Program	N	%
Agriculture	0	0.0
Business	23	56.2
Construction	1	2.3
Electrical/Electronic	2	4.9
Food Service	8	19.6
Health	0	0.0
Technical/Graphic	0	0.0
Mechanical	4	9.8
Personal/Public Service	0	0.0
Other*	2	4.9
Non-Applicable	1	2.3
TOTAL	41	100.0

*Occupational Skills

mechanical technology areas. The employer was then asked to focus his or her attention on the performance of persons hired in the skill area reported as being most heavily represented in the firm for the remainder of the "high school hire" questions.

Perhaps the most critical item on the interview schedule involved a comparison of new employees with vocational education backgrounds in high school with those without such an experience. Of the total sample, 87.9 percent claimed that those employees who had taken occupational training in high school were "better prepared" for the world of work than those without such training (refer to Table 6). Less than 10 percent felt vocational education students were "no better prepared" and no participant responded that vocational education students were "less prepared."

This criterion is specified as being significant in Section 104.402(c)(4) of the Federal Regulations. The very positive pattern of responses is, as a consequence, all the more satisfying.

Employers were asked to evaluate their new hires who had vocational education in high school against eleven criteria which are frequently used in employment evaluations. A five-point Likert Scale was used.

Almost one-third of the respondents rated their high school hires a 3 on "technical knowledge" (refer to Table 7). Very nearly as many gave this group a "very good" rating by designating the number 4. The average rating was 3.1 and the mode 3.

The range of responses was probably greatest on the item described as "work attitude." Almost 30 percent gave the high school hires a 2 or "poor" rating. However, the same number felt the work attitudes were good enough to warrant a 4, and 7 percent felt that the employee attitudes were "very good." The average score was 3.1.

TABLE 6

COMPARISON OF NEW EMPLOYEES WITH VOCATIONAL EDUCATION BACKGROUNDS IN HIGH SCHOOL WITH THOSE WITHOUT

Assessment of Voc. Ed. Trained Employees	N	%
No basis for comparison	1	2.3
Voc. ed. students better prepared	36	87.9
Voc. ed. students no better prepared	4	9.8
Voc. ed. students less prepared	0	0.0
No opinion	0	0.0
TOTAL	41	100.0

TABLE 7

GENERAL EVALUATION OF VOCATIONAL EDUCATION:

HIGH SCHOOL GRADUATES RECENTLY EMPLOYED*

Criteria	Very Poor 1 N	H%	Poor 2 N	H%	Neutral 3 N	H%	Good 4 N	H%	Very Good 5 N	H%	No Opinion/ NA N	H%	Mean	Mode
Technical knowledge	0	0.0	9	22.0	13	31.7	12	29.4	1	2.3	6	14.6	3.1	"3"
Work attitude	0	0.0	12	29.3	10	24.3	12	29.3	3	7.3	4	9.8	3.1	"2" "4"
Work quality	2	4.9	5	12.2	17	41.5	11	26.8	0	0.0	6	14.6	3.0	"3"
Written communication skills	3	7.3	9	22.0	10	24.4	8	19.5	0	0.0	11	26.8	2.6	"3"
Oral communication skills	1	2.4	10	24.4	13	31.7	13	31.7	0	0.0	4	9.8	3.0	"3" "4"
Safety consciousness	2	4.9	4	9.8	14	34.1	17	41.4	0	0.0	4	9.8	3.2	"4"
Ability to assume responsibility	2	4.9	5	12.2	14	34.1	11	26.9	1	2.4	8	19.5	3.1	"3"
Dependability	3	7.3	8	19.5	8	19.5	14	34.1	4	9.8	4	9.8	3.2	"4"
Adaptability	1	2.4	4	9.8	16	39.1	14	34.1	1	2.4	5	12.2	3.2	"3"
Problem solving ability	1	2.4	7	17.1	17	41.4	7	17.1	0	0.0	9	22.0	2.9	"3"
Motivation	1	2.4	7	17.1	17	41.4	9	22.0	2	4.9	5	12.2	3.1	"3"
Overall Rating	0	0.0	6	14.6	19	46.3	12	29.3	0	0.0	4	9.8	3.1	"3"

*"No opinion/not applicable" responses are disregarded in calculating the mean and mode.

There was greater consensus on the criterion of "work quality." The largest number of respondents, 41.5 percent of those participating, awarded a 3 rating, and 26.8 percent thought the work quality deserved a 4.

The lowest average rating in the 1980 survey as in the previous two studies of large employers involved "written communication skills." Although the mode was a neutral 3, the overall average was 2.6, and 22 percent of the respondents chose the "poor" designation. More than 7 percent even opted for the "very poor" classification.

"Oral communication skills" apparently warranted somewhat higher marks. About two-thirds of the respondents rated graduates of high school vocational education programs either a 3 or a 4.

The curriculum of high school vocational education programs stress safety. The assessment of employers tends to suggest that the emphasis is effective and the results visible. The average rating was 3.2. Over 41 percent of the respondents gave former vocational education students a 4 or "good" rating.

Personnel directors had more difficulty reacting to the "ability to assume responsibility" criterion. The item was interpreted as involving responsibility commensurate with job entry skills level. Most of the employer representatives said that they cautioned new employees against assuming too much responsibility at the outset of their service with the firm. They urged new hires to consult with their supervisors when new or particularly difficult situations were encountered. As the result the employers' assessments on this criterion were usually heavily qualified. The average rating was 3.1 and the mode 3.

On "dependability" the average rating was 3.2. Over one-third of the employers gave high school hires a 4 or "good" rating. Most employers selected either a "neutral" or "good" rating on the concept of "adaptability." Many of the employers were of the opinion that former high school students were more adaptable

at changing jobs as opposed to changing job locations. Several mentioned that many residents from the outer-islands were most reluctant to accept employment on Oahu even when it would result in a substantial raise.

On the criterion of "problem solving ability" more than 1 in 5 of the employers offered "no opinion." The mode was 3 and the average rating 2.9. The ratings on "motivation" tended to collapse around the middle of the scale. Almost half of the respondents gave the high school hires a 3 and over 20 percent said they were "good" with this respect.

The average "overall" rating was 3.1. Almost one-third of the personnel directors gave high school hires a "good" rating. However, the mode was a neutral 3.

The personnel directors were asked to focus their attention on "community college hires" for the next portion of the interview. Over 95 percent said, they had hired persons with vocational education backgrounds who had attended a publicly supported community college prior to seeking employment with their firm (refer to Table 8). Only one respondent said he had no employees of this type, and another acknowledged he wasn't sure.

"Business" training was the technical field most heavily represented in the community college training. Over thirty percent of the employers said this was the skill area most heavily represented in their work force. "Food service" and "mechanical" trades were second and third.

The responses to the next two questions were particularly pleasing. Well over two-thirds of the employers said the community colleges were doing a "good" job. Less than 1 in 5 gave them a "fair" rating and no respondent classified their performance as "poor" (refer to Table 10).

TABLE 8

FIRMS WITH EMPLOYEES WHO TOOK VOCATIONAL COURSES IN COMMUNITY COLLEGE

Response	N	%
Yes	39	95.2
No	1	2.4
Don't Know	1	2.4
TOTAL	41	100.0

TABLE 9

PROGRAM AREA MOST HEAVILY REPRESENTED IN PRIOR TRAINING OF NEW EMPLOYEES FROM THE COMMUNITY COLLEGES

Program	N	%
Agriculture	0	0.0
Business	13	31.8
Construction	5	12.2
Electrical/Electronic	1	2.4
Food Service	8	19.5
Health	1	2.4
Technical Graphic	0	0.0
Mechanical	7	17.1
Personal/Public Service	1	2.4
Other	3	7.3
Non-Applicable	2	4.9
TOTAL	41	100.0

TABLE 10

ADEQUACY OF EMPLOYMENT PREPARATION

OF COMMUNITY COLLEGE PRODUCTS

Assessment	N	%
A good job	27	65.9
A fair job	8	19.5
A poor job	0	0.0
Non-Applicable	0	0.0
No opinion	6	14.6
TOTAL	41	100.0

TABLE 11

COMPARISON OF NEW COLLEGE EDUATED EMPLOYEES WITH

VOCATIONAL EDUCATION BACKGROUNDS WITH THOSE WITHOUT

Assessment of the Voc. Ed. Trained Employee	N	%
No basis for comparison	1	2.4
Voc. ed. students better prepared	34	83.0
Voc. ed. students no better prepared	3	7.3
Voc. ed. students less prepared	0	0.0
Non-Applicable	0	0.0
No opinion	3	7.3
TOTAL	41	100.0

The critical question for the community colleges, as for the secondary schools, involved a comparison of the preparation of former students who had experienced training in a vocational field as opposed to those who had not. Eighty-three percent of the employers were of the opinion that vocational education students were "better prepared" (refer to Table 11). The pattern of response was marginally higher than that observed last year on this item. No respondent expressed the view that vocational education students were "less prepared."

The same attributes or characteristics used to evaluate the job performance of persons hired directly out of high school were also applied against the new employees having a community college background in vocational education.

As with the high school hires, the scale used was 1 to 5, with 5 representing the most positive rating. Former community college students with a vocational education background appeared well appreciated by their employers.

On the criterion considered most relevant by many educators, "technical knowledge," the average rating was a high 3.8. Almost two-thirds of those in the sample, awarded a 4 or "good" rating (refer to Table 12). "Work attitude" was also rated high. Over half of the respondents gave the community college hires a 4 or "good" rating, and 12.2 percent said their employees were "very good" with this respect. The average rating for "worker quality" was 3.6.

As in previous years, and in a pattern similar to that reflected for the high school hires , the lowest aggregate rating was achieved in the area of "written communication skills." The average score was 3.1, and the mode 3.0.

Community college products were perceived as being more articulate in the spoken word. The average score for "oral communication skills" was 3.4. Almost 40 percent of the respondents gave the former community college students a "good" rating on this item.

TABLE 12

GENERAL EVALUATION OF VOCATIONAL EDUCATION:

COMMUNITY COLLEGE GRADUATES RECENTLY EMPLOYED*

Criteria	Very Poor 1 N	H%	Poor 2 N	H%	Neutral 3 N	H%	Good 4 N	H%	Very Good 5 N	H%	No Opinion/ NA N	H%	Mean	Mode
Technical knowledge	0	0.0	1	2.4	8	19.5	26	63.5	3	7.3	3	7.3	3.8	"4"
Work attitude	0	0.0	4	9.8	8	19.5	21	51.2	5	12.2	3	7.3	3.7	"4"
Work quality	0	0.0	0	0.0	17	41.5	16	39.0	5	12.2	3	7.3	3.6	"3"
Written communication skills	0	0.0	5	12.2	16	39.0	7	17.1	1	2.4	12	29.3	3.1	"3"
Oral communication skills	0	0.0	1	2.4	18	43.9	16	39.1	1	2.4	5	12.2	3.4	"3"
Safety consciousness	0	0.0	1	2.4	19	46.3	16	39.1	2	4.9	3	7.3	3.5	"3"
Ability to assume responsibility	0	0.0	1	2.4	18	43.9	20	48.8	2	4.9	0	0.0	3.5	"3"
Dependability	0	0.0	0	0.0	10	24.4	23	56.1	3	7.3	5	12.2	3.8	"4"
Adaptability	0	0 0	2	4.9	9	22.0	25	60.9	2	4.9	3	7.3	3.7	"4"
Problem solving ability	0	0.0	1	2.4	16	39.0	17	41.5	2	4.9	5	12.2	3.5	"4"
Motivation	0	0.0	1	2.4	12	29.3	22	53.7	3	7.3	3	7.3	3.7	"4"
Overall Rating	0	0.0	0	0.0	9	22.0	28	68.3	1	2.4	3	7.3	3.8	"4"

*"No opinion/not applicable" responses are disregarded in calculating the mean and mode.

TABLE 13

DO VOCATIONAL EDUCATION STUDENTS MAKE BETTER EMPLOYEES THAN THOSE WITHOUT VOCATIONAL EDUCATION

Response	N	%
Yes	32	78.0
No	4	9.8
No Opinion	5	12.2
TOTAL	41	100.0

TABLE 14

FIRMS WITH EMPLOYEES HAVING MANPOWER TRAINING PROGRAM BACKGROUNDS

Response	N	%
Yes	15	36.6
No	24	58.5
Don't Know	2	4.9
TOTAL	41	100.0

Most evaluations of former students "safety consciousness" revolved around a 3 or 4. The average rating of 3.5 was also sustained on "ability to assume responsibility." However, on the latter criterion almost half of the employers awarded a "good" rating.

Scores were even higher on "dependability". Here community college products achieved a high average rating of 3.8 and 56.1 percent of the personnel officers rated the performance as being "good." Over 12 percent assigned the community college hires a "very good" rating on this criterion. While the average rating on "adaptability" was 3.7, almost two out of three employers felt that employers in this category warranted a "good" rating.

In the area of "problem solving ability" the marks tended to cluster around the middle-high end of the scale. Thirty-nine percent of the personnel directors specified a 3, while 41.5 percent felt a 4 more appropriate. The average rating was 3.5 and the mode 4.

The mode was also 4 for "motivation". More than half of the firms felt that community college hires warranted a 4. The average was 3.7.

The "overall" assessment generated an average 3.8. Over 68 percent of the firms selected 4 to reflect their perception of the aggregate adequacy of pre-service training. No respondent selected a "poor" or "very poor" designation on the summative assessment.

In order to gain additional evidence regarding employer's satisfaction with traditional vocational education, those in the sample were asked to respond to the question, "Do vocational education students make better employees than those without vocational education?" Nearly 80 percent answered in the affirmative (refer to Table 13). This provides corroboration for the positive findings reflected in Tables 6 and 11, where the focus was directed at an assessment of comparative preemployment alternatives. It is also consistent with the results reported for the surveys conducted during the previous two years.

As previously mentioned, this year's interview schedule was expanded to include some consideration of graduates of Manpower Training. The Manpower Training Act was originally passed to permit the retraining of former workers who had become unemployed as the result of automation and/or other industrial technology. With the passage of the Comprehensive Employment and Training Act (CETA) in 1973, the mission of this agency was altered. In addition to its traditional function, the Manpower Training Office was directed to provide occupational training for the hard-core disadvantaged.

In the State of Hawaii, the Manpower Training Office is operated as an arm of the University of Hawaii Community College System. In some counties, such as Hawaii, most training actually takes place on the campuses of a community college. Not all CETA participants are involved in Manpower Training programs, but most are.

One of the surprising things about this survey was the small number of business enterprises who reported having interviewed, much less hired MTO/CETA graduates. As it has been previously mentioned, this low incidence of exposure to this non-traditional approach to vocational training on the part of the businesses in the original sample necessitated a second survey.

Of the original 41 firms contacted, only 15 could report any experience with MTO/CETA trainees (refer to Table 14).

The firms which had hired MTO/CETA graduates, had experienced their greatest experience with persons trained in business and clerical skills (refer to Table 15). Food service and mechanical occupations were also represented.

Of those having experience with MTO/CETA trainees, the majority were inclined to feel that the training had increased the skills and value of the employee to the organization (refer to Table 16).

TABLE 15

PROGRAM AREA MOST HEAVILY REPRESENTED IN THE PRIOR TRAINING OF NEW EMPLOYEES HAVING MANPOWER TRAINING EXPERIENCE

Programs	N	%
Agriculture	0	0.0
Business	8	19.5
Construction	0	0.0
Electrical/Electronic	0	0.0
Food Service	3	7.3
Health	0	0.0
Technical Graphic	0	0.0
Mechanical	2	4.9
Personal/Public Service	0	0.0
Other*	3	7.3
Non-Applicable	25	61.0
TOTAL	41	100.0

*Pre-employment

TABLE 16

COMPARISON OF NEW EMPLOYEES WITH MANPOWER TRAINING PROGRAM BACKGROUNDS WITH THOSE WITHOUT ANY TRAINING BACKGROUND

Assessment of the Voc. Ed. Trained Employee	N	%
No basis for comparison	0	0.0
Voc. ed. students better prepared	12	29.3
Voc. ed. students no better prepared	3	7.3
Voc. ed. students less prepared	2	4.9
Non-Applicable	24	58.5
No opinion	0	0.0
TOTAL	41	100.0

The employers who reported having hired MTO/CETA graduates in the last five years were also asked to evaluate this group using the same criteria that had been employed with the high school hires and community college trained groups. Comparatively high ratings were observed in the areas of "work attitude" and "work quality" (refer to Table 17). The average rating for those criteria was 3.3 However, the range of ratings did indicate that different employers had encountered different experiences. Comparatively low ratings, averaging 2.7 were noted in "written communication skills" and "problem solving ability." The overall rating was 3.0. As has been mentioned before, the relatively small number of employers that had experience with MTO/CETA trained employees precludes any extensive discussion of this group as part of this survey.

Numerous extemporaneous comments were offered this year. In fact, several personnel officers had notes prepared for use in the interviews. Only the salient elements of the conversations provided by employers were recorded in the interest of space and economy. Chart 1 summarizes the information volunteered about the high school programs, Chart 2 covers the discussion of the community colleges' offerings, and Chart 3 is addressed to the MTO/CETA programs.

Interestingly enough, two out of five of the employers surveyed expressed a desire to comment at length on the existing curriculum of the high schools. Many had concerns about the ancillary skills of math and composition. Advocates of the Pre-Industrial Preparation will find justification for their integrated skills development approach from these remarks. Clearly a program which facilitates the mastery of basic linguistic and computational skills by relating these subjects to the vocational curriculum is welcomed by business as long as it promises success. An investment in the full development of this curriculum seems warranted.

TABLE 17

GENERAL EVALUATION OF VOCATIONAL EDUCATION:

MANPOWER TRAINING PROGRAM GRADUATES RECENTLY EMPLOYED*

Criteria	Very Poor 1 N	H%	Poor 2 N	H%	Neutral 3 N	H%	Good 4 N	H%	Very Good 5 N	H%	No Opinion/ NA N	H%	Mean	Mode
Technical knowledge	0	0.0	3	7.3	6	14.6	5	12.2	0	0.0	27	65.9	3.1	NA
Work attitude	1	2.4	4	9.8	0	0.0	9	22.0	1	2.4	26	63.4	3.3	NA
Work quality	1	2.4	1	2.4	6	14.7	6	14.7	1	2.4	26	63.4	3.3	NA
Written communication skills	1	2.4	2	4.9	7	17.1	1	2.4	0	0.0	30	71.0	2.7	NA
Oral communication skills	0	0.0	2	4.9	9	22.0	3	7.3	0	0.0	27	65.8	3.0	NA
Safety consciousness	0	0.0	3	7.3	6	14.6	5	12.2	1	2.4	26	63.5	3.2	NA
Ability to assume responsibility	1	2.4	3	7.3	4	9.8	4	9.8	1	2.4	28	68.3	3.0	NA
Dependability	1	2.4	3	7.3	4	9.8	6	14.6	1	2.4	26	63.5	3.2	NA
Adaptability	1	2.4	3	7.3	4	9.8	3	7.3	1	2.4	30	73.2	3.2	NA
Problem solving ability	1	2.4	3	7.3	8	19.5	2	4.9	0	0.0	27	65.9	2.7	NA
Motivation	1	2.4	4	9.8	3	7.3	6	14.6	1	2.4	26	63.4	3.1	NA
Overall Rating	1	2.4	3	7.3	7	17.2	3	7.3	1	2.4	26	63.4	3.0	NA

*"No opinion/not applicable" responses are disregarded in calculating the mean and mode.

Most negative concerns had to do with the attitudes of high school hire employees. It should be emphasized that these concerns do not reflect on program in general or vocational education in particular. However, they did appear to reflect a general concern about discipline and other motivational factors in the school environment. Many employers did acknowledge that many of the faults they found in young people today were not causally related to the influence of the school, but might be more appropriately assigned to other agents of socialization. If memory serves correctly, the laments of Socrates on the virtues and maturity of young people were not unlike those concerns voiced by contemporary businessmen.

About 7 percent of the employers of high school hires chose to comment that this group had trouble filling out applications. Most of those interviewed would prefer that counseling and guidance activities aimed at resume preparation and interviewing techniques be reserved for the senior year.

Many employers were enthusiastic about cooperative education programs. They felt that such experiences provided students with a realistic view of the world of work. The firms also appeared eager to get a look at young people who they might later choose to incorporate into their organizations. The employers in the Mapunapuna area did not understand why the adjacent Moanalua High School does not have a cooperative education program. This light industrial district would appear to offer many opportunities for such employment and a valuable learning experience for students.

When employers chose to comment critically about community college hires, they most frequently brought up the questions of competency criteria and academic standards. In general businessmen recognize that colleges have made a determined effort to help women, the handicapped and the disadvantaged. However, they feel that this effort to effect social equity may have been at the expense of program quality. In particular, some suggested that the colleges, in attempting to

attend to the needs of the academically disadvantaged, have in effect compromised themselves into becoming "second chance" high schools. The developmental course work at Leeward Community College was discussed critically at length by more than one employer. The concern of these employers when compared against the intent of the federal law raises some interesting dilemmas.

The most revealing and perhaps predicable comments of employers on the MTO/CETA programs had to do with "motivation". Several personnel officers who reported that attitude was everything were inherently suspicious of persons who had taken advantage of such programs. They expressed the opinion that enrollees were not motivated by the desire to learn an occupation as much as receive a stipend. Interestingly enough the non-technical curriculum was often attacked as being too abbreviated. One respondent argued that the training period for a mechanic should be extended and not shortened. He felt that MTO/CETA programs should employ the traditional curricula and emphasize preemployment skills development. Others felt MTO/CETA programs were more successful in rural areas than urban. They also tended to feel that such programs should be reserved for the disadvantaged and handicapped.

In general, vocational educators should be very pleased with the results of this year's survey. For the third year in a row, personnel directors expressed the opinion that vocational education was one of the more successful programmatic efforts at both the secondary and postsecondary levels. Employers generally feel that those students who have experienced some sort of occupational training experience, are more realistic, reflect a greater sense of self-discipline, and are more technically competent than applicants without such an experience. Congress should weigh these data carefully when the subject of reauthorization is considered.

1980

CHART 1

COMMENTS VOLUNTEERED ABOUT RECENT
DEPARTMENT OF EDUCATION HIRES

* many of our applicants have difficulty completing the employment forms...some people bring their families when they apply

* the new superintendent has done a great job of restoring the proper perspective to education

* counseling is poor...students come out of high school with an unrealistic attitude towards work

* we have very good results with Kaimuki High School...the cooperative education program has been very successful...we also like the DECA program

* high school graduates in the business area need more work in office machines

* students need a better attitude and more self-discipline

* high schools need to emphasize basic math...many of our newest machinist have trouble making proper measurements

* graduates are reluctant to take risks...they want a civil service type guarantee of regular hours and guaranteed progression

* local hires are reluctant to relocate to the mainland or even other islands

* basic math is a real need

* new employees are a bit careless...we have about six employee related, body damage accidents a week

* new employees at Hilo are tourist oriented...however, those on Maui take tourists for granted

* DOE graduates can't read, write, spell, or compute...the graduates from the Leeward and Central Districts are the least adequately prepared

* teachers don't command much respect...they have no genuine commitment

* schools are not teaching respect for property values...the vandalism is outrageous

CHART 1
(continued)

* the best things going for the schools at present are their vocational and technical programs

* the clerical skills training in high school is very good

* the secondary schools give students a good orientation to the construction trades in the building construction program

* better counseling and guidance is needed...students don't have a clear idea of what they want to do with a career...career counseling should be done early in high school

* cooperative education courses and programs are good...they should be expanded

* the practical courses do achieve results...it's in the conceptual and verbal areas where work is necessary

* graduates don't know how to apply theoretical education

* the problems in the high schools have their originates in the home... families do not teach respect for authority and self-discipline

* the program of special education is being well implemented

* the present Superintendent is doing the best job possible...his predecessors made a mess of things

* the schools need to work on attitudes

* the food service programs serve those students who are truely interested well

* the schools should endeavor to improve the attitudes of students

* vocational education programs do provide a more disciplined learning environment

* many high school graduates need to read better...they can't follow written instructions

CHART 1
(continued)

* schools need to stress better communication skills

* the schools need a dress code...applicants don't know how to dress for an interview

* young people, right out of high school, don't have a sense of proprietorship...they give away food and hurt the business

* the high school cooperative education programs are excellent...this type of offering should be expanded

* the vocational programs represent the best curriculum the DOE is presently implementing

* we'd like to see an apprenticeship program started at the secondary level

* more emphasis needs to be placed on mathematics

* children should be required to use standard English in school...we insist upon it in the operation of our business

* students need a course in their senior year on how to get a job...the curriculum should include advice on how to complete an application, how to take an aptitude test, and how to dress

* the math skills need improvement...we use an 8th grade math test for screening...you'd be surprised how many fail the test

* students need practice in school on how to follow written and oral directions

* typing is probably the most important generic technical skill high schools can teach

* student should do more interview role playing

* the public schools provide an excellent sports program which produces good family and community support

* the variety in the traditional curriculum should be increased

CHART 1
(continued)

* schools need to teach students about the psychology of the business world

* schools need to emphasize the development of proper work attitudes... I'll hire anyone with the proper attitude...I won't tolerate a person, no matter how skilled he or she is, who doesn't have a positive attitude

* the work ethic can't be stressed enough

* somebody needs to find a way to teach maturity

* how do you teach a person to be dependable...the schools should try to find a way

* DOE graduates can't read and write...there needs to be more emphasis on basic skills

* students today are affected by a malaise which the schools and society should attempt to correct

* students in our Community Quest Program don't know how to dress, don't respond to constructive criticism, and are not candidates for employment with our firm

* more emphasis needs to be placed on reading and writing

* schools need to teach students how to deal with people

* we have a number of former DOE teachers on our payroll...the job they're doing for us is satisfactory, but they certainly don't write well enough to teach the subject

* is it possible to teach common sense?

* schools should stress strong family values

* the Department of Education needs to teach more basic skills...some graduates can't actually read

* the schools should do away with all trivial courses and emphasize basic intellectual skills and practical occupational skills courses

CHART 1
(continued)

* attitudes about work have changed for the worse...the schools should teach the values necessary for high productivity

* high schools could teach more advanced business skills...the students can handle it, and it makes them more valuable

* if schools can, they should teach self-discipline

* high school graduates don't know how to take direction...evidently they're not use to an orderly, task-oriented environment...teachers have lost control

* you can't blame all of our troubles and the decline of the work ethic on the schools...society awards failure and penalizes success

* the occupational skills program is very good...we've had a very good experience in employing students coming out of the program

* occupational skills products are punctual, well motivated, and stay with us longer

* some applicants write so poorly, they can't complete the necessary employment forms

* DOE has good science programs...the student that has participated in field trips to our laboratories have seemed knowledgeable and well motivated

* DOE should introduce data processing as a regular business education offering

* the secondary schools are doing a better job in career counseling than they use to

* the DOE graduates we have hired have been excellent...however, we do extensive screening

* the cooperative education program is excellent...it should be expanded... it exposes students to reality

* a course in career preparation should be offered in the senior year... pre-employment preparation is essential

CHART 1
(continued)

* young employees who are still living at home tend to be irresponsible...their attitude is poor and they don't take work seriously

* schools need to concentrate on basic skills

* schools should do everything possible to light a fire underneath students...young adults lack an awareness of what is expected in the world of work

* many vocational courses are simply traditional...they don't train people for the jobs that actually exist

* if schools can teach self-discipline, they should...however, any kind of discipline would be an improvement

* the cooperative education program can be excellent

* by giving preference to disadvantaged, the quality of present cooperative education programs is diminished

* we don't hire people at the job entry level...hope somebody continues to do so, because we like our new employees to have had three years experience

* students should be selected for inclusion into vocational education programs...this would create greater elan

* most students could benefit from a cooperative education experience... it's a good program

* students need a course in pre-employment preparation...they don't know how to dress for work

* why doesn't Moanalua High School have a cooperative education program?

* cooperative education is an excellent program, both in terms of the student and the company

* our firm would like to see cooperative education in every high school

* graduates can't spell...HEP may have been a factor

CHART 1
(continued)

* the competency skill levels for program completion need to be raised... generally, standards are too low and grades are inflated...some of the typing applicants have a 60% error rate...they can take shorthand, but can't transcribe it

* students need more pre-employment counseling...cooperative education is the answer...why doesn't every high school have such a program?

1980

CHART 2

COMMENTS VOLUNTEERED ABOUT RECENT
COMMUNITY COLLEGE HIRES

* community college graduates have very good technical skills

* our firm makes a special effort to assist the handicapped...at the present time our Head Chef is training a blind person in certain kitchen operations

* the community colleges should teach a broader variety of techniques in welding

* our computer programmer has benefited from community college attendance

* the community colleges should be more selective in accepting students... postsecondary institutions shouldn't use the resources allocated to them for remedial programs

* community colleges are doing a fair salvage job

* the apprenticeship program at Honolulu Community College is turning out good roofers

* many of our Samoan and Korean roofing apprentices don't speak or read English well...the community colleges have done a fine job of meeting the needs of these Limited English-speaking persons...the emphasis is on acquiring functional English language literacy

* the community colleges produce good students...we start them in our store part-time

* the program structure of the community colleges seems well suited

* we insist upon two years of postsecondary technical training on applications...however, we start everyone as a laborer

* we're happy with the technical training available in Hawaii

* in the past, Honolulu Community College did not stress safety enough... I think that has changed

* Kapiolani Community College has the strongest food service program in the State...the dining room practicum experience is essential

* instructors in the Hawaii food service program have industry experience... this is essential

CHART 2
(continued)

* placement for leavers in food service is probably higher than most people would believe
* colleges are encouraging unrealistic employment expectations...in our firm everyone starts at the bottom
* colleges need to teach common sense...can that be done?
* the colleges need to attain better liaison with industry
* the university has developed some good food service programs
* community colleges need to improve communication skills programs
* the community colleges are doing an effective job of meeting the needs of the State
* most community college graduates know how to prepare a proper resume... this is important to us
* the colleges and schools must teach good standard English...in our business it is essential
* the community college nursing program is superior to what many universities provide
* good diesel mechanics program
* community colleges have handled the explosion of knowledge fairly well
* community colleges permit a person to work and go to school at the same time...given the economy in Hawaii, such an understanding of this economic reality is essential
* students need a better understanding of industrial psychology and sociology
* students training for careers in the travel industry need human relations training
* you can't learn to be a mechanic in two years...the curriculum should be expanded to three years...the last year should be devoted to learning a specialty

CHART 2
(continued)

* the educational program at Leeward Community College has steadily deteriorated over the last few years...with its excessive emphasis on remedial education and slack grading system...it has developed into an adult high school

* the curriculum should be purged of social adjustment courses...the emphasis should be on academics and vocational training

* the community college kids have unrealistic expectations...they need to learn that recognition on the job comes from merit

* community college graduates are easily discouraged...they need immediate gratification...the real world isn't like that

* the class offerings should be organized to take into consideration the fact that most students work

* the community college health services students have seemed well prepared and motivated

* we like to hire the health services students part-time while they're still in school...it gives us both a chance to look the other over

* the colleges are not effective in placement

* our front desk is considered management training...we are only interested in applicants with a four year college degree

* the community colleges are not training enough females in technical areas

* the community colleges are making a good and realistic attempt to meet the tourist industry needs...the four year degree graduates from the College of TI are a joke...they expect to start as vice president

* without the community colleges, many young people in Hawaii would be bereft of the opportunity for postsecondary education

* technical training in community colleges is good

* the occupational training programs I've heard about seem like good programs

CHART 2
(continued)

* for a small State, there is a broad range of programs

* the standards of the community colleges are too low

* we need to stress vocational programs more...not everyone needs to go to college

* the apprenticeship program, while adequate is not cost-effective... too much time and resources are wasted

* our firm would be more interested in all types of occupational training, if we could have more influence over the process

* completion of apprenticeship should be defined in terms of competencies that can be measured...the use of an arbitrary number of hours doesn't make sense

* the colleges need to offer a pre-employment course...most college students have unrealistic job expectations

* the diesel programs need to be expanded and improved...more emphasis on electronics and hydralics needs to be given

* in the manufacturing process, we hire unskilled people...you won't find many vocational education products on the assembly line

* graduates need instruction on how to get a job

1980

CHART 3

COMMENTS VOLUNTEERED ABOUT RECENT
MANPOWER TRAINING PROGRAM HIRES

* motivation is a critical factor with us...the fact that an applicant had been in a CETA sponsored program probably would be a negative factor...such an experience would indicate that the applicant has been unable to get his or her act in gear in the past...if a person spends his or her own money to go to a private business college, that suggests to us that he or she is serious

* all CETA programs should use Manpower Training for educational purposes

* we participated in the Manpower Training program ten years ago, and our experience was not good...the students had a poor attitude and lacked individual motivation...I hope it's better now

* motivation is a problem with CETA/Manpower trainees...the primary motivation of the participants is to receive the stipend and not to learn

* the CETA/Manpower programs attract people with little motivation

* the MTO program for Vietnamese boatpeople was successful

* CETA people should be integrated into the regular pre-service programs...peer pressure will determine if they stay in

* MTO programs are too short...maybe you can teach the basics in a few weeks, but most people can't absorb information that fast

* many handicapped can function well in food service, in such areas as vegetable preparation and dishwashing

* we don't know how to go about hiring CETA/MTO trainees...their public relations effort is not what it should be

* the only CETA/MTO employee we've hired was a very good worker

* I had two applicants with CETA/MTO backgrounds...I didn't hire either, because they were competing against people with more extensive training

* one CETA/MTO person called about a job and said she actually didn't want it, but was compelled to make an inquiry to stay eligible for the training and financial support she was receiving

CHART 3
(continued)

* CETA/MTO that we've interviewed gave us the impression that they don't really want to work

* we hired one...it didn't work out...her English was poor and she wasn't dependable...her attendance was highly irregular

* graduates of CETA programs are not well motivated

* there are some cultures in Hawaii which need to selectively modify their social values to meet the demands of the work place

* those who get involved in CETA type welfare projects have self-concepts which are inappropriate for successful participation in our organization

* we interviewed several CETA/MTO types...their attitudes were very negative, and we didn't hire one of them

* you can't make a mechanic unless motivation exists...the CETA people lack the requisite motivation

* retraining is much better than welfare or unemployment

* Manpower programs can't help but increase the participants self-esteem

* the CETA and Manpower type trainees we've hired, have been assigned to the lowest clerical skill level positions...we've found their performance satisfactory

* if a person was ambitious, he or she wouldn't be in a CETA or Manpower program...enrollment in such a program is a tacit admission of ineptitude and a recognition of the failure to take advantage of prior opportunities

* the best program they have is in pre-employment preparation

* persons recruited for Manpower need to learn the lifestyle of business and industrial worksites...they need to know what is expected of them and how to behave...the acquisition of skills is secondary

Attachment A

University of Hawaii

Office of the State Director for Vocational Education

EMPLOYER SATISFACTION SURVEY

INTERVIEW SCHEDULE FOR LARGE FIRMS

1980

In order to be in compliance with the most recent amendments to vocational education legislation, the Office of the State Director for Vocational Education is conducting a survey of business firms to determine their satisfaction with graduates of vocational education programs. As I indicated in my telephone conversation, I would like to obtain your general perception of the adequacy of the training of new employees who have been the beneficiaries of publicly supported vocational education programs.

Given the size of your organization, you undoubtedly seek and employ persons with different types of training for different types of work. It is difficult to generalize about all of them. Over the years the "machinists" or "typists" may have proved to be of better quality than the "bookkeepers" and so forth. However, it would be an undue imposition on your time to ask you to consider each group or type of employee separately. So in the interest of time, but in order to obtain a sharper focus, I would like you to concentrate in your assessment on those types of workers who perform tasks most related to the basic service or product produced by your firm. Also, please concentrate on only those employees who received vocational education training within the last five years.

Feel free to elaborate on any answer you may choose to offer.

1. Name of Firm: _____
(CODE TYPE OF FIRM)

a._____ agriculture, fisheries b._____ construction c._____ manufacturing

d._____ transportation e._____ wholesale trade f._____ retail trade

g._____ finance, insurance, real estate h._____ service (e.g. tourist related, medical, educational, government) i._____ other (please specify)

2. In which of the counties of Hawaii do you have offices and/or operating units?

a._____ Honolulu b._____ Hawaii c._____ Kauai d._____ Maui

3. Do you have employees who were enrolled in vocational education courses during their high school years?

   a._____ yes b._____ no c._____ don't know

   (If the answer is NO, proceed to question #10)

4. If so, what program area is most heavily represented in the prior training of your work force?

   a._____ agriculture b._____ business c._____ construction

   d._____ electrical/electronic e._____ food service f._____ health

   g._____ technical/graphic h._____ mechanical i._____ personal/public service

   j._____ other (please specify) _____

5. Would you say that graduates of high school vocational education programs are:

   a._____ No basis for comparison (DON'T READ)

   b._____ Better prepared than employees without a vocational education background

   c._____ No better prepared than employees without a vocational education background

   d._____ Less prepared than employees without a vocational education background

   e._____ No opinion (DON'T READ)

6. What are the most commendable things about vocational education as it is presently being implemented in the public schools?

   _____

   _____

   _____

7. What are the least commendable aspects of vocational education as it is presently being implemented in public schools?

   _____

   _____

   _____

8. I'm going to read you a series of characteristics or attributes which are frequently considered in the evaluation of an employee's performance. I'd like you to give me your impression of how DOE vocational education graduates as a group measure up with regards to these criteria. The rating scale is "1" to "5" with 1 representing a very poor rating and 5 a very high assessment.

	VERY POOR	POOR	NEUTRAL	GOOD	VERY GOOD	NO OPINION
8a. technical knowledge	1	2	3	4	5	____
8b. work attitude	1	2	3	4	5	____
8c. work quality	1	2	3	4	5	____
8d. written communication skills	1	2	3	4	5	____
8e. oral communication skills	1	2	3	4	5	____
8f. safety consciousness	1	2	3	4	5	____
8g. ability to assume responsibility	1	2	3	4	5	____
8h. dependability	1	2	3	4	5	____
8i. adaptability	1	2	3	4	5	____
8j. problem solving ability	1	2	3	4	5	____
8k. motivation	1	2	3	4	5	____
8l. overall rating	1	2	3	4	5	____

9. Please comment on any of the ratings if you wish. _____

_____

_____

_____

10. Do you have any employees who have taken vocational courses at a community college administered by the University of Hawaii?

a._____ yes b._____ no c._____ don't know
(If the answer is NO, go to item #18)

11. If so, what program area is most heavily represented in the prior training of your work force?

a._____ agriculture b._____ business c._____ construction

d._____ electrical/electronic e._____ food service f._____ health

g._____ technical/graphic h._____ mechanical i._____ personal/public service

j._____ other (please specify) _____

12. Relative to vocational education, as a whole, would you say the community colleges are doing:

a._____ a good job b._____ a fair job

b._____ a poor job d._____ no opinion (DON'T READ)

13. What are the most commendable things about vocational education as it is presently being implemented by the community college?

_____

_____

_____

14. What are the least commendable aspects of vocational education as it is presently being implemented by the community college?

_____

_____

_____

15. Would you say that graduates of community college programs are:

a._____ No basis for comparison (DON'T READ)

b._____ Better prepared than employees without a community college vocational education background

c._____ No better prepared than employees without a community college vocational education background

d._____ Less prepared than employees without a community college vocational education background

e._____ No opinion (DON'T READ)

16. I'm going to read you a series of characteristics or attributes which are frequently taken into consideration in the evaluation of an employee's performance. I'd like you to give me your impression of how the community colleges' vocational education graduates measure up with regards to these criteria. The rating scale is "1" to "5" with 1 indicating a very poor rating and 5 a very high assessment.

	VERY POOR	POOR	NEUTRAL	GOOD	VERY GOOD	NO OPINION
16a. technical knowledge	1	2	3	4	5	_____
16b. work attitude	1	2	3	4	5	_____
16c. work quality	1	2	3	4	5	_____
16d. written communication skills	1	2	3	4	5	_____
16e. oral communication skills	1	2	3	4	5	_____
16f. safety consciousness	1	2	3	4	5	_____
16g. ability to assume responsibility	1	2	3	4	5	_____
16h. dependability	1	2	3	4	5	_____

	VERY POOR	POOR	NEUTRAL	GOOD	VERY GOOD	NO OPINION
16i. adaptability	1	2	3	4	5	_____
16j. problem solving ability	1	2	3	4	5	_____
16k. motivation	1	2	3	4	5	_____
16l. overall rating	1	2	3	4	5	_____

17. Please comment on any of the ratings if you wish. _____

_____

_____

_____

18. Do you feel that students who enroll in some type of vocational education program make better employees than those who don't?

a._____ yes b._____ no c._____ no opinion

19. Do you have any employees who have enrolled in a Manpower Training Program?

a._____ yes b._____ no c._____ don't know

(If the answer is NO, terminate the interview)

20. If so, what program area is most heavily represented in the prior training of this particular group of employees?

a._____ agriculture b._____ business c._____ construction

d._____ electrical/electronic e._____ food service f._____ health

g._____ technical/graphic h._____ mechanical i._____ personal/public service

j._____ other (please specify) _____

21. Would you say that graduates of Manpower Training Programs are:

a._____ No basis for comparison (DON'T READ)

b._____ Better prepared than employees without a Manpower Training experience

c._____ No better prepared than employees without such training

d._____ Less prepared than employees without a community college background

e._____ No opinion (DON'T READ)

22. I'm going to read you a series of characteristics or attributes which are frequently taken into consideration in the evaluation of an employee's performance. I'd like you to give me your impression of how the Manpower Training graduates measure up with regards to these criteria. The rating scale is "1" to "5" with 1 indicating a very poor rating and 5 a very high assessment.

	VERY POOR	POOR	NEUTRAL	GOOD	VERY GOOD	NO OPINION
22a. technical knowledge	1	2	3	4	5	____
22b. work attitude	1	2	3	4	5	____
22c. work quality	1	2	3	4	5	____
22d. written communication skills	1	2	3	4	5	____
22e. oral communication skills	1	2	3	4	5	____
22f. safety consciousness	1	2	3	4	5	____
22g. ability to assume responsibility	1	2	3	4	5	____
22h. dependability	1	2	3	4	5	____
22i. adaptability	1	2	3	4	5	____
22j. problem solving ability	1	2	3	4	5	____
22k. motivation	1	2	3	4	5	____
22l. overall rating	1	2	3	4	5	____

23. Please comment on any of the ratings if you wish. _____

_____

_____

_____

Thank you for your time.

Appendix C

SUPPLEMENTARY SURVEY OF EMPLOYERS HAVING EXPERIENCE WITH MANPOWER TRAINEES

Introduction

When the employers satisfaction survey that is used for the purpose of the Annual Accountability Report was being planned for 1980, it was decided to include Manpower trainees. The Manpower Training Office is operated by the University of Hawaii Community Colleges. The Manpower Training Office conducts most of the instruction provided for the CETA programs as well as meeting the educational needs of other clients populations.

Manpower Training Programs are evidently not as well known or understood as traditional vocational programs by many employers. Only 15 out of the 41 firms interviewed in the first survey had ever hired a graduate of Manpower. By means of comparison 97% had hired a graduate with vocational education backgrounds and 95% had employed community college graduates with vocational training. However, a few firms had interviewed but not hired Manpower trainees and others were willing to offer informal opinions, off the record, regarding the probable effectiveness of the program itself.

Many of the comments offered led the project staff to suspect that there were a good number of misconceptions about the program. In order to gain better perspective, it was decided to canvass a sample of firms that had more than a passing experience with Manpower trainees. As will be explained subsequently, the assessment of firms having extensive experience with graduates of this program was better informed and generally more positive. In this study the respondents also tended to be line supervisors and first level managers.

Overview of the Manpower Training Program

The Manpower Training Program was first established in 1962 under the national Manpower Development and Training Act (MDTA). Although its original legislative mandate was to meet the retraining needs of workers displaced by

TABLE 5

PRIME SPONSOR: BALANCE
OF STATE KAUAI COUNTY

Program Status: SGG	Food Service		Employment Preparation		ESL	
	N	%	N	%	N	%
Entered Employment	2	22.2	7	19.5	8	38.1
Positive Termination	0	0.0	3	8.3	2	9.5
Oter Termination	0	0.0	5	13.8	1	4.7
Still in Class/Job Holding/Planned Suspense	7	77.8	21	58.5	10	47.7
TOTAL	9	100.0	36	100.0	21	100.0

automation, the program focused to serve the disadvantaged unemployed. The Comprehensive Employment and Training Act in 1973, which replaced MDTA, continued to serve the same target group. At present the following programs are offered on a recurrent basis:

Automotive Mechanics

Auto Body Repairs and Painting

Clerical Occupational Cluster

Food Preparation and Baking

A program in "employment preparation" is also offered to those who have experienced difficulty applying for work. The programs are intensive. The duration of the training is largely dependent on the innate ability of the student and his or her motivation to complete the curriculum. Students attend class all day. In the automotive programs the program can last as long as 35 weeks. The clerical program takes up to 30 weeks and that for Food Service is 20 weeks.

Findings

As the number of recurrent Manpower programs is limited, the types of firms in which their graduates can find employment are also restricted. Most firms who were reported to have hired Manpower trainees were in the "service area." Over 71% of the firms interviewed reported their primary function was to provide services (refer to Table 1). About one in ten were in "retail trade" and a similar number in the "finance, insurance, real estate" category. "Manufacturing" and "transportation" were also represented.

The great majority of the firms interviewed had their operations either located exclusively on Oahu or centered on that island (refer to Table 2).

The source of the trainee referral to the employer proved to be an interesting factor. Generally employers, who had direct contacts with MTO and had established an on-going liaison, tended to have had very positive experiences with trainees. Some were most enthusiastic in their praise of the conscientious

TABLE 1

TYPE OF FIRM

Category	N	%
Agriculture, Fisheries	0	0
Construction	0	0
Manufacturing	1	3.5
Transportation	1	3.5
Wholesale Trade		
Retail Trade	3	10.8
Finance, Insurance, Real Estate	3	10.8
Service	20	71.4
Other	0	0
Total	28	100.0

TABLE 2

COUNTIES OF HAWAII WHERE FIRMS OPERATE

County	T
Honolulu	23
Hawaii	4
Kauai	4
Maui	4

efforts of the Manpower staff. Those who hired "walk-ons" who had been Manpower trainees, had less satisfactory experiences to report. Over half of the employers said they obtained their referrals directly from MTO (refer to Table 3). About 10% obtained their referrals from the Honolulu Job Resource Center and a like number made use of both. One in four had not made use of either of these resources.

Three areas of skill training were represented: "business," "food service," and "mechanical." About one in three firms employed graduates of the "clerical cluster" (refer to Table 4). Their appraisals of program and employee effectiveness tended to be the most positive. About one in four had "food service" backgrounds and nearly 40% had been trained in some aspect of automotive technology.

Only one Manpower trainee had not been employed in his or her field of training (refer to Table 5). However, some were not being utilized to the extent to which their training would seem to warrant (i.e. those trained in mechanics being used primarily as lot boys or "hikers").

Over two-thirds of the employers who were contacted in this particular canvass felt that the vocational education instruction provided by Manpower had produced applicants who were better prepared to enter the job market than those without such preparation (refer to Table 6).

The same 11 criteria which have been used in the large employer surveys were included in this supplemental canvass. There was an unusually high incidence of "non-applicable" or "no opinion" responses. In the area of "technical knowledge" several employers explained their reluctance to make a judgment because the job assignment they had given the trainee was not at the level for which the trainee had been prepared.

The two areas where employers were most likely to decline to rate trainees were "written communication skills" and "problem solving ability." Many maintained the jobs had been designed to minimize the use of written verbal skills. Employers

TABLE 3

SOURCE OF EMPLOYMENT REFERRAL

Referral	N	%
Manpower Training Office	15	53.4
Honolulu Job Resource Center	3	10.8
Both	3	10.8
Other	7	25.0
Total	28	100.0

TABLE 4

PROGRAM AREA MOST HEAVILY REPRESENTED
IN PRIOR TRAINING OF NEW EMPLOYEES

Program	N	%
Agriculture, Fisheries	0	0.0
Business	9	32.2
Construction	0	0.0
Electrical/Electronic	0	0.0
Food Service	7	25.0
Health	0	0.0
Technical/Graphic Mechanical	11	39.3
Personal/Public Service Other	1	3.5
Total	28	100.0

TABLE 5

MANPOWER TRAINEES EMPLOYED IN
A FIELD RELATED TO TRAINING

Response	N	%
Yes	26	93.0
No	1	3.5
To Some Extent	1	3.5
Don't Know	0	0.0
Total	28	100.0

TABLE 6

COMPARISON OF NEW EMPLOYEES WITH VOCATIONAL BACKGROUNDS IN MANPOWER WITH THOSE WITHOUT

Assessment of Voc. Ed. Trained Employees	N	%
No basis for comparison	1	3.5
Voc. ed. students better prepared	18	64.3
Voc. ed. students no better prepared	6	21.6
Voc. ed. students less prepared	0	0.0
Non-applicable	1	3.5
No opinion	2	7.1
Total	28	100.0

also were inclined to report that they didn't want new employees attempting to solve problems on their own. They preferred to have employees consult with their immediate supervisor whenever an unfamiliar situation confronted them.

In the area of "technical skills" employers awarded generally higher marks. Over 46% rated Manpower trained employees as having "good" technical skills (refer to Table 7). The average rating was 3.5 and the mode 4.

There was considerable variance in the pattern of response of "work attitude." The variable of program was a factor on this item. Those trainees who were graduates of the clerical cluster program earning the highest accolades. The average score was 3.6 and the mode 4. Respondents were about equally divided between awarding "good" and "neutral" ratings. Some respondents were rather outspoken in their criticism of trainee attitudes. Others were generous with their praise. "Work quality" was another one of those areas were employers reported widely different experiences. The average rating was only 3.2 but this was largely due to the fact that 14.3% of the firms felt the trainees performance was "poor." However, it should be noted that almost one in three thought the work quality of their trainees merited a "good" rating.

Many of the supervisors volunteered the opinion that most of the jobs, even those involving extensive and sophisticated clerical skills, do not require high proficiency in "written communication skills." For those who chose to rate trainees on this criterion the average rating was 3.2. Those who responded were most likely to choose a "good" or "neutral" rating.

Trainees fared better in "oral communication skills." Most employers felt that this was a more relevant criterion than written skills. However, none of the employees in question have extensive contact with the public. Nevertheless, the employers were concerned with the effectiveness of communication of employees with peers and superiors. The average rating was 3.5 in this area and the mode 4.

TABLE 7

GENERAL EVALUATION OF MANPOWER TRAINEES

Criterion	Very Poor 1 N	Very Poor 1 %	Poor 2 N	Poor 2 %	Neutral 3 N	Neutral 3 %	Good 4 N	Good 4 %	Very Good 5 N	Very Good 5 %	No Opinion/ Non-Applicable N	No Opinion/ Non-Applicable %	Mean	Mode
Technical Knowledge	0	0.0	1	3.5	9	32.2	13	46.5	1	3.5	4	14.3	3.5	"4"
Work Attitude	0	0.0	2	7.1	10	35.7	9	32.2	4	14.3	3	10.7	3.6	"4"
Work Quality	0	0.0	4	14.3	11	39.2	9	32.2	0	0.0	4	14.3	3.2	"4"
Written Communication Skills	0	0.0	3	10.7	4	14.3	4	14.3	1	3.5	16	57.2	3.2	"3 - 4"
Oral Communication Skills	1	3.5	3	10.8	2	7.1	13	46.5	2	7.1	7	25.0	3.5	"4"
Safety Consciousness	0	0.0	1	3.5	4	14.3	13	46.4	5	17.9	5	17.9	3.8	"4"
Ability to Assume Responsibility	6	3.5	4	14.4	1	3.5	13	46.5	2	7.1	7	25.0	3.5	"4"
Dependability	2	7.1	5	17.8	2	7.1	13	46.4	3	10.8	3	10.8	3.4	"4"
Adaptability	0	0.0	2	7.1	5	17.8	12	43.0	5	17.8	4	14.3	3.8	"4"
Problem Solving Ability	0	0.0	0	0.0	6	21.4	8	28.6	0	0.0	14	50.0	3.6	"4"
Motivation			4	14.4	8	28.5	10	35.8	2	7.1	4	14.2	3.7	"4"
Overall Rating			2	7.1	8	28.6	13	46.5	2	7.1	3	10.7	3.9	"4"

*No response and non-applicable responses are disregarded in calculating the mean and mode.

Employees from the Manpower program generally got very high marks on the "safety consciousness" criterion. The ratings were generally consistent for all programs. Few problems were reported in the potentially hazardous automotive and food service industries. The average rating was a high 3.8.

The ratings were also comparatively high on the "ability to assume responsibility." Supervisors were quick to qualify their response by defining responsibility as a level commensurate with the job for which they hired trainees. One Manpower trainee had moved into a management position and two others were reported to have been offered the opportunity. Forty-six percent of the respondents gave the trainees "good" rating and the average score proved to be 3.5.

The reactions to the criterion of "dependability" were quite varied. About 25% of the employers rated trainees as "poor" or "very poor." Two claimed they had ceased to interview Manpower/CETA trainees because of the erratic attendance records of those employed in the past. However, almost 47% said the trainees were "good" in the area of "dependability." The average was 3.4.

For most of the supervisors interviewed "adaptability" did not appear to be much of an attribute. This is somewhat surprising in that many of the firms were small. It might be assumed that the ability to do a number of related jobs would be desirable. However, most employers said they had hired the trainee to perform a specific function and would prefer that the employee stick to that task. The average rating of 3.8 must be interpreted within that context.

It will be remembered that half of the employers said that the trainees had been assigned to positions where "problem solving ability" was not a relevant concern. However, in the firms that did feel this was relevant, the ratings were generally favorable. No supervisor awarded a "poor" or "very poor" assessment. The mean rating of those responding was 3.6.

"Motivation" has been a problem traditionally associated with Manpower/CETA participants. It apparently still is for some trainees. However, others got high marks in this area. Almost 36% of the supervisors chose "good" ratings and 7.1% awarded "very good" marks.

The highest rating on any criterion was that generated by responses to the "overall" assessment item. The average rating was 3.9. Almost half of the survey participants gave trainees a "good" rating. No one gave them a "very poor" assessment.

Over two-thirds of the employers reported they felt that Manpower was doing a "good" job. Many of the supervisors expressed admiration for the job being done in light of the dubious qualifications of many of the trainees who have been referred to the program (refer to Table 8).

Over three-fourths of the managers felt that employees with formal occupational training are preferable to those without. Many stated that their operations were small and that they didn't have time to train people who didn't have the generic skills required for the particular job (refer to Table 9).

Volunteered Remarks

Employers often expressed a desire to comment, sometimes at length, on a particular subject. The essence of these various remarks is summarized in abbreviated fashion in Chart 1.

The largest number of remarks involved praise for MTO and/or their trainees. Over a third of the volunteered statements were in this vein.

Nearly one statement in five could be categorized as having to do with the social attributes and/or attitudes of MTO/CETA trainees. Most of these comments were negative in tone and dealt with the MTO trainees alleged proclivity to have marital problems or be undependable. Weaknesses in the existing curricula were

TABLE 8

ASSESSMENT OF THE JOB BEING DONE
BY MANPOWER TRAINING PROGRAM

Assessment	N	%
A good job	19	68.0
A fair job	4	14.3
A poor job	1	3.5
No opinion	4	14.2
Total	28	100.0

TABLE 9

EMPLOYEES WITH FORMAL OCCUPATIONAL TRAINING BETTER THAN THOSE WITHOUT

Response	N	%
Yes	22	78.7
No	2	7.1
Don't know	4	14.2
Total	28	100.0

also addressed in about 15% of the volunteered expressions of opinion. The most frequent concern voiced by employers was that training programs were too short. Employers also made reference to the relative youthfulness of many trainees and cited the need for more experience before selecting a permanent career. Many cited their good working relationships with MTO staffers. As previously mentioned, those who maintained an ongoing liaison with some member of the MTO staff were most satisfied with the training programs.

In general it can be said that many employers have found Manpower Training a good source for personnel recruitment and use that resource frequently. Those reporting a less satisfactory experience were cognizant of the fact that MTO focuses on those student clients who have traditionally had the most difficulty finding a job and selecting a viable career.

CHART 1

COMMENTS OFFERED BY EMPLOYERS DURING THE
SPECIAL CANVASS OF MANPOWER TRAINEES

- One of the best employees we have was trained by Manpower...her attitude is excellent.
- The Manpower instructors do an excellent job of teaching dress, business decorum, and the composition of routine business letters.
- We hire all of our "utility clerks" from Manpower.
- Manpower teaches good receptionist skills.
- Manpower instructors in the business area should stress the necessity of using standard English.
- The preemployment program fills a real need.
- The program is producing graduates with good clerical skills.
- Manpower trainees need to develop better communication skills.
- The people we've hired from Manpower seem to have more marital problems...I guess you can't blame the program for that.
- We have one Manpower trained employee who's been with us for years.
- The boys we get from Manpower are generally good...the personal recommendation of the staff is important.
- The kids from Manpower need a lot of follow-up...they start strong but tend to slack off as time goes on.
- In the auto-body area, the trainees need to be impressed with the fact that careful preparation is necessary before you can paint.
- Manpower training is doing a good job.
- The Manpower trainees don't yet understand the importance of time...it shouldn't take an entire day to prepare a car for painting...I don't mind the extra time it takes to supervise them...however, I would like to pay them accordingly.
- Manpower trainees should be monitored even after they have been placed.
- I've had trouble with the CETA people...they owe me money.
- Manpower should place heavy emphasis on the acquisition of self-discipline and positive work attitudes.

- There is too much paper involved with CETA.
- The minimum wage law should be repealed.
- Our boys from Manpower training know the basics well...however, they could use a longer training period...6 months is just not enough.
- Manpower needs to individualize the instruction...I'm not sure how practical that suggestion is though.
- We use the persons trained in mechanics for "hikers"...they move the cars from one location to another.
- We're happy with our Manpower hires.
- Manpower trainees are generally technically competent.
- Manpower needs to teach their enrollees the need for speed.
- Trainees should have more specialization...alignment is an area where more intense training would be desirable.
- One of our Manpower hires is already a foreman.
- Manpower graduates are a little slower than our community college hires...they need to work on speed.
- The staff at Manpower have been great...I trust them...they only send me people that they know will perform.
- We place all Manpower hires at entry level.
- Our Manpower hires have done well on the automotive certification test.
- The two full-time Manpower hires we've put on the payroll have done well...the part-time person is not as enthusiastic...maybe it's because we can't hire him full-time.
- We're looking for skills...we're not fussy...it doesn't make any difference as to if they learned to type at Stanford or at Manpower.
- The accuracy of the Manpower trainees is good...so is their typing speed.
- We actually have trouble finding skilled people...Manpower has been a real help.
- We have not had a good experience with CETA people.
- Manpower does a hell of a job...we're sold on their products...they come dressed properly and with the right attitude.
- Manpower could extend their program...students could achieve a higher level of sophistication.

- We'll hire anyone that the Manpower staff says is qualified.
- Manpower teaches the basics well.
- The Manpower training programs might be improved if they were longer...6 months is really too short...they could do with a year's training.
- The personal problems of Manpower trainees are their greatest liability...I don't know what the Manpower trainees can do about that.
- The Manpower trainees don't have enough respect for their instructors...they have too many avenues for filing a grievance...the teachers should be guaranteed more authority in dealing with recalcitrant students.
- The people we've hired from Manpower were well trained...their curriculum is just fine.
- With our firm,job interviews are the critical factor in hiring...anything Manpower can do to help applicants interview well would be to their advantage.
- Given the fact that their preparation only involves 6 months training, their performance is impressive.
- Typing skills and English grammar could be improved.
- Attitude is all important...you have to want this job badly to survive.
- Many of the CETA referrals are so young...one wonders why they didn't go to a business school, take a little more time and gain maturity.
- Students are being trained on obsolete machines...in the word processing business, technology changes very rapidly.
- The curriculum in the medical transcriptionist program needs to be more specific... the acquisition of the necessary vocabulary is essential.
- We would hate to do the training ourselves...we're glad Manpower is available.
- Peer pressure is critical...for most of the Manpower trainees peers were a negative influence in high school.
- Many of the graduates are not as dependable as I would like them to be...I schedule work and they don't show up...the customer becomes annoyed.
- Trainees are okay for older cars but I'm reluctant to put them on a job involving a very expensive vehicle.
- We hired one albeit not in his field of training...he quit after one day... next time we'll contact the Manpower Office directly to get a referral.
- The people we have employed from the Manpower program are generally very effective in assuming a specialization...we use them primarily in brakes and front end.

- Our employees must be able to work on all types of cars...so far they've done pretty well.
- Work attitude is critical...the Manpower trainees we've terminated have been released because of their poor attitude not their skill or performance... the people we still have from Manpower are very capable.
- New hires need to develop a sense of proprietorship...can you teach maturity?
- We had one exceptional girl who worked in our kitchen...she would have been the manager of our new restaurant if she had been more patient.
- The three typists we've hired from Manpower have all done well.
- We have a very good liaison person we can trust...they send five people or more every time we notify them we have an opening...usually they're all qualified...we'd hire them all if possible.
- If Manpower could increase the trainees typing speed, that would be a help... however, their trainees are accurate and that's very important to us.
- Manpower trainees in the business area try harder...we like their attitude.
- Manpower is doing a bloody fine job.
- The trainees need to know that people buy food in a cafeteria with their eyes... presentation is critical.
- Manpower trainees need constant supervision...they aren't self starters and don't know how to utilize their time.
- Enthusiasm and personal drive are the most important factors in our selection.
- Most of our Manpower trained people have gone...they were technically competent in food preparation but not very dependable.
- We got rid of all the CETA kids...they had bad attitudes...they need to selectively change some of their cultural values.

UNIVERSITY OF HAWAII

Office of the State Director
for Vocational Education

EMPLOYER SATISFACTION SURVEY
INTERVIEW SCHEDULE MANPOWER
TRAINEE EMPLOYERS

In order to be in compliance with the most recent amendments to vocational education legislation, the Office of the State Director for Vocational Education is conducting a survey of business firms to determine their satisfaction with graduates of vocational education programs. As I indicated in my telephone conversation, I would like to obtain your general perception of the adequacy of the training of new employees who have been the beneficiaries of publicly supported Manpower Training Programs. This agency has reported that you have hired one or more of their graduates over the last five years.

In your organization, you undoubtedly seek and employ persons with different types of training for different types of work. It is difficult to generalize about all of them. Over the years the "machinists" or "typists" may have proved to be of better quality than the "bookkeepers" and so forth. However, it would be an undue imposition on your time to ask you to consider each group or type of employee separately. So in the interest of time, but in order to obtain a sharper focus, I would like you to concentrate in your assessment on those types of workers who perform tasks most related to the basic service or product produced by your firm. Also, please concentrate on only those employees who received Manpower Training within the last five years.

Feel free to elaborate on any answer you may choose to offer.

1. Name of Firm: _____
(CODE TYPE OF FORM)

a. _____agriculture, fisheries b._____construction c._____manufacturing

d. _____transportation e._____wholesale trade f._____retail trade

g._____finance, insurance, real estate h._____service (e.g. tourist related, medical, education, government) i._____other (please specify)

2. In which of the counties of Hawaii do you have offices and/or operating units?

a._____Honolulu b._____Hawaii c._____Kauai d._____Maui

3. Were the trainees you hired from the Manpower Program referred to you by the:

a._____Manpower Training Office itself,

b._____Honolulu Job Resource Center,

c._____both, or

d._____other? (Please specify)_____

_____

4. What are the most commendable things about the employment preparation of Manpower employees?_____

_____

_____

5. What are the least commendable things about the employment preparation of Manpower employees? _____

_____

_____

6. What program area is most heavily represented in the preparation of these Manpower trainees?

a._____agriculture b._____business c._____construction

d._____electrical/electronic e._____food service f._____health

g._____technical/graphic h._____mechanical i._____personal/public service

j._____other (please specify)_____

7. Are the Manpower trainees employed in jobs that are related to their field of training?

a._____yes

b._____no

c._____to some extent

d._____don't know (DON'T READ)

8. Would you say that graduates of Manpower Training Programs are:

a._____No basis for comparison (DON'T READ)

b._____ Better prepared than employees without a Manpower Training experience

c._____ No better prepared than employees without such training

d._____ Less prepared than employees without pre-service vocational training

e._____ No opinion (DON'T READ)

9. I'm going to read you a series of characteristics or attributes which are frequently taken into consideration in the evaluation of an employee's performance. I'd like you to give me your impression of how the Manpower Training graduates measure up with regards to these criteria. The rating scale is "1" to "5" with 1 indicating a very poor rating and 5 a very high assessment.

	VERY POOR	POOR	NEUTRAL	GOOD	VERY GOOD	NO OPINION
22a. technical knowledge	1	2	3	4	5	_____
22b. work attitude	1	2	3	4	5	_____
22c. work quality	1	2	3	4	5	_____
22d. written communication skills	1	2	3	4	5	_____
22e. oral communication skills	1	2	3	4	5	_____
22f. safety consciousness	1	2	3	4	5	_____
22g. ability to assume responsibility	1	2	3	4	5	_____
22h. dependability	1	2	3	4	5	_____
22i. adaptability	1	2	3	4	5	_____
22j. problem solving ability	1	2	3	4	5	_____
22k. motivation	1	2	3	4	5	_____
22l. overall rating	1	2	3	4	5	_____

Please comment on any of the ratings if you wish. _____

_____

_____

_____

10. Relative to vocational education, as a whole, would you say the Manpower Training Office is doing?

a._____ a good job, b._____ a fair job, or

c._____ a poor job? d._____ no opinion (DON'T READ)

11. Do you feel that employees who enroll in some type of formal vocational training program, such as Manpower, prior to their entry or reentry to the work force, make better employees than those who don't.

a._____ yes

b._____ no

c._____ don't know (DON'T READ)

Thank you for your time.

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